

# MEEES School Counselor Training Manual and Examples

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## Table of Contents

INTRODUCTION .....	3
OUTCOMES AND SITE SUPERVISOR RESPONSIBILITIES .....	3
TOOLS TO UNDERSTAND AND IMPLEMENT THE MEES SCHOOL COUNSELOR CANDIDATE	
ASSESSMENT .....	4
FORMATIVE SCORING GUIDE .....	8
SUMMATIVE SCORING GUIDE.....	9
<b>CONTACT INFORMATION.....</b>	<b>14</b>
<b>CONCLUSION &amp; ACKNOWLEDGEMENTS .....</b>	<b>14</b>
APPENDIX A .....	15
<i>Standard #1:Student Development.....</i>	<i>15</i>
<i>Standard #2:School Counseling Program Implementation .....</i>	<i>23</i>
<i>Standard #3:Professional Relationships .....</i>	<i>29</i>
<i>Standard #4:Leadership and Advocacy .....</i>	<i>35</i>
<i>Standard #5:Ethical and Professional Conduct .....</i>	<i>42</i>

## Introduction

Missouri's Educator Evaluation System (MEES) was developed and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action, which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical.

Beginning in Spring 2018, professionals in school counseling began to pilot test the MEES for School Counselor Candidates--the performance assessment for School Counselor Candidates. The accompanying MEES Formative Growth Guide provides rationale for scoring the MEES and it articulates the developmental continuum of Missouri School Counselors Candidates and Professional School Counselors in practice.

In Spring 2019, professionals in school counseling created example scenarios to illustrate scoring of the MEES standards and quality indicators. During the first phase of calibration by Missouri School Counselor Educators, four examples met sufficient inter-rater reliability standards and are featured in Appendix A of this manual.

The purpose of this manual is to provide the Site Supervisors and University Supervisors of all Missouri School Counselor Candidates succinct scoring instructions and guidance for citing evidence for the scores. Sections of this manual include a description of the necessary tools to support Candidate assessment and growth, directions for formative scoring procedures, identification and use of appropriate evidence of performance, and directions for summative scoring procedures and determination of a final summative score at the end of the final Field Experience term. Calibrated examples are also shared (Appendix A) for additional illustration of scoring processes.

## Outcomes and Site Supervisor Responsibilities in the Missouri School Counselor Performance Assessment Process

Learning Outcomes for this manual are for Supervisors:

- To understand the importance and need for statewide consistency
- To understand the importance of meaningful and descriptive feedback for ongoing School Counselor Candidate growth
- To understand and effectively use the School Counselor Candidate Evaluation Growth Guide

Site Supervisors, as experienced school counselors, are valuable teachers to School Counselor Candidates. Having fulfilled the roles and responsibilities of the School Counselor as outlined in the Missouri Comprehensive School Counseling Program Manual, Site Supervisors bring real

world insight into reducing barriers and increasing positive K-12 outcomes by implementing the Missouri Comprehensive School Counseling Program.

Site Supervisors are expected to provide the following experiences:

- Implement a successful a comprehensive school counseling program that addresses the social/emotional, academic, and career development of all students
- Address academic, social/emotional, and career development of all students
- Utilize tools such as the IIR, the Principal/Counselor Agreement and Time Task Analysis to advocate for the program
- Introduce the School Counseling Candidate to school staff and their roles
- Familiarize the School Counseling Candidate with school procedures, policies, culture and climate
- Offer sound advice about best practices
- Give guidance on what works, what does not work, and why
- Share deep knowledge about students and the school
- Model professionalism and ethical practice.

The Site Supervisor's responsibility in administering the MEES is to rate the Candidate's performance on the quality indicators, provide meaningful and descriptive feedback to substantiate the rating, and to communicate the information, where appropriate, with a College or University Supervisor. Site Supervisors will complete at least two formative assessments and a final summative assessment at the end of the term in the School Counseling Candidate's final Field Experience. The summative assessment score is the one that is reported to DESE and used to determine the School Counseling Candidate's eligibility for certification.

## Tools Necessary to Understand and Implement the Missouri School Counselor Performance Assessment

The following tools support the School Counselor Candidate, the University Supervisor, and the Site Supervisor as they work together to implement the MEES School Counselor Candidate Assessment instrument.

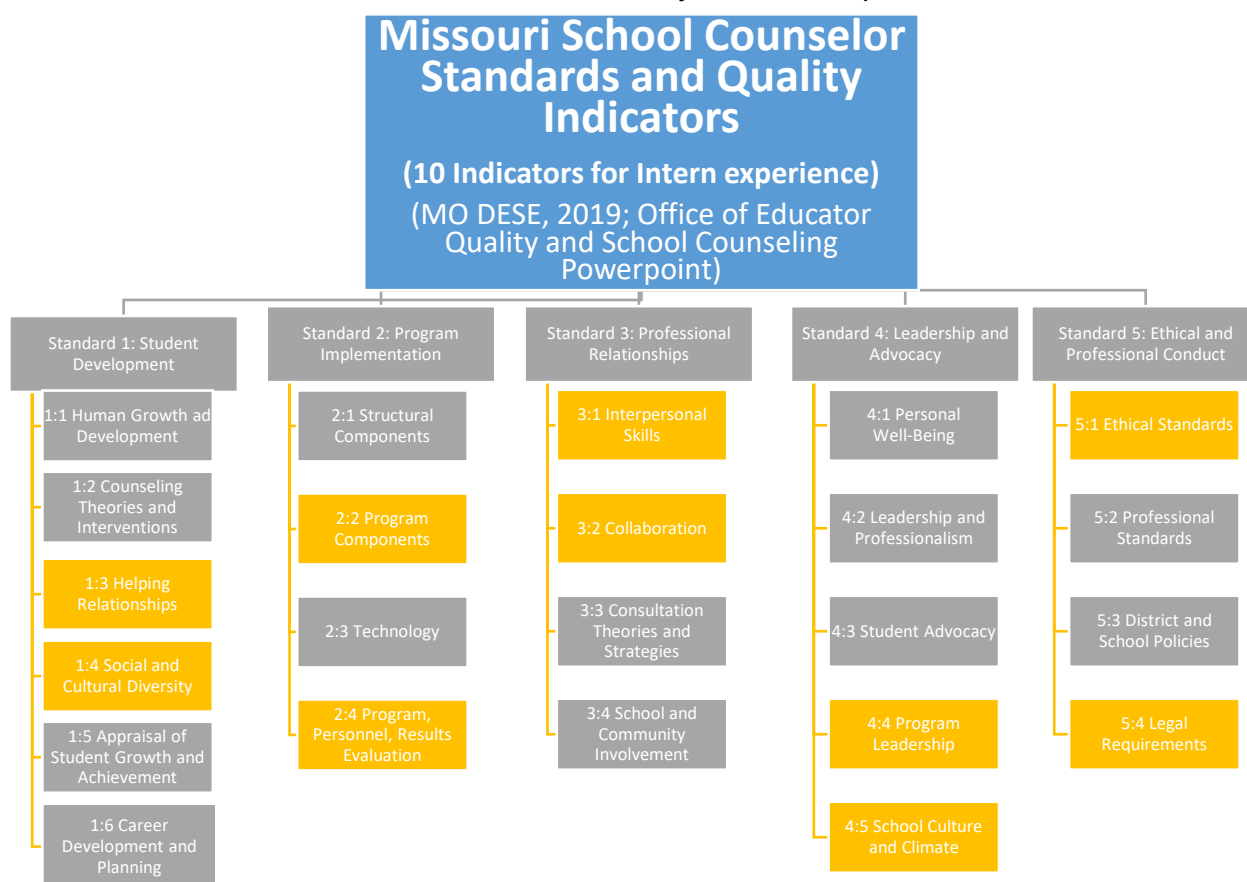
**The Missouri Comprehensive School Counseling Program (MCSCP) Manual** is designed to guide districts in the development of the school counseling program while tailoring it to meet student needs in the district. A primary consideration in evaluation of Candidate performance is to ground the work to be evaluated in this best practice model of school counseling and to help the Candidate focus upon desired K-12 student outcomes. The objectives and activities of the MSCP can be planned and connected to desired K-12 student outcomes at the district and building levels. The Candidate and the evaluators should review the MSCP Manual to support K-12 student outcomes and to support a common understanding of the terminology, tools, and resources referenced in The School Counselor Candidate Assessment (MEES) instrument. This will also help the Candidate and the Site Supervisor pair the indicators targeted for evaluation with program interventions and activities that will yield maximum impact on student outcomes.

**The Missouri School Counselor Standards and Quality Indicators Map** is an overview of The Missouri School Counselor Evaluation System Standards and Indicators. The School Counselor Candidate Assessment (MEES) instrument focuses on 10 quality indicators, two from

each of the five standards. The quality indicators that are officially evaluated at the Candidate level are identified by the gold boxes in Figure 1. ALL standards and quality indicators are important, and experiences to support those should be planned; however, the ten evaluated ones have been deemed critical for the purpose of evaluating the School Counselor Candidate.

Figure 1.

*The Missouri School Counselor Standards and Quality Indicator Map*



The [Missouri School Counselor Candidate Growth Guide](#) provides extensive information on the standards and indicators including detailed descriptions of the types of evidence a Site Supervisor or University Supervisor would look for and cite on [The MEES School Counselor Candidate Assessment \(MEES\) Instrument](#) when evaluating performance on a standard. As shown in the example indicator below (Figure 2) taken from the growth guide, performance can range from a Baseline level, to an Emerging level, and finally to a Developing level. The Baseline Candidate demonstrates the knowledge connected to a standard and indicator. The Baseline Candidate earns a score of 0 or 1. The Emerging Candidate is beginning to identify

and describe possible courses of actions about how they could apply or use knowledge connected to a standard and indicator. The Emerging Candidate earns a score of 2 or 3. A Developing Candidate earns a score of 4 by demonstrating application of knowledge that is connected to the quality indicator being evaluated. Two important sources for rating the Candidate based on evidence include 1) attention to the language in the indicator and 2) attention to the rubric that follows each indicator in the growth guide. The rubrics in the guide provide guidance for scoring Candidate performance at Baseline, Emerging, or Developing; it provides professional frames that describe evidence the Supervisor can look for and cite in the comment section of the assessment tool.

Figure 2.

*Example Indicator from the School Counselor Candidate Evaluation Growth Guide*

**Standard 1:** Student Development; **Quality Indicator 3 - Helping Relationships:** The School Counselor Candidate establishes helping relationships with students through individual counseling, group work, classroom counseling lessons, and mental health and well-being activities within the school counseling program.

Baseline		Emerging		Developing
The baseline counselor candidate...		The emerging counselor candidate...		The developing counselor candidate...
Begins to <b>identify</b> helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district’s school counseling program.		Begins to <b>describe</b> helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district’s school counseling program.		Begins to <b>apply</b> helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district’s school counseling program.
Professional Frames				
<b>Evidence of Commitment</b> <i>Identifies helping skills that counselors use to establish helping relationships.</i>		<b>Evidence of Commitment</b> <i>Describes and attempts helping skills that counselors use to establish helping relationships.</i>		<b>Evidence of Commitment</b> <i>Posted norms indicate counselor establishes helping relationships.</i>
<b>Evidence of Practice</b> <i>Identifies helping skills used within program activities and in school counseling program activities/services.</i>		<b>Evidence of Practice</b> <i>Describes helping skills they have used within program activities and in school counseling program activities/services.</i>		<b>Evidence of Practice</b> <i>Use of helping skills are observed within program activities and counselor logs reflect that students engage in school counseling program activities/services.</i>
<b>Evidence of Impact</b> N/A		<b>Evidence of Impact</b> <i>Students can sometimes identify their assigned counselor and direct observations indicate positive</i>		<b>Evidence of Impact</b> <i>Students can identify their assigned counselor and direct observations indicate positive</i>
0	1	2	3	4

The **MEES School Counselor Candidate Assessment** instrument mirrors the School Counselor Candidate Growth Guide. Page one of the instrument is shown in Figure 3. The three page evaluation tool is used to summarize performance data for both formative and summative observations. Performance data is gathered by the Site Supervisor and the University Supervisor via observation of Candidate performance or practice in direct or indirect services to students and via observations and analysis of artifacts such as assignments, planning documents, as well as communication of ideas and outcomes during supervision of the Candidate.

Figure 3.

*The MEES School Counselor Candidate Assessment Instrument*

**Missouri School Counselor Evaluation System  
School Counselor Candidate Assessment (MEES)**

School Counselor Candidate: \_\_\_\_\_ Date: \_\_\_\_\_ Check one: ☐ Formative 1 ☐ Formative 2 ☐ Summative

Supervisor Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ School Name: \_\_\_\_\_

Check one: ☐ Site Supervisor ☐ Faculty Supervisor Check one: ☐ Practicum ☐ Elementary (K-8) Internship ☐ Secondary (7-12) Internship

Definition of Candidate Rating Descriptors (refer to the School Counselor Candidate Growth Guide [SCCGG] for a detailed description)

Baseline-0: **The school counselor candidate** did not demonstrate or possess the knowledge.

Baseline-1: **The school counselor candidate** possesses the necessary knowledge, but cannot apply or demonstrate the performance.

Emerging-2: **The school counselor candidate** possesses the necessary knowledge and *somewhat effectively* demonstrates the performance skills.

**Emerging-3: The school counselor candidate possesses the necessary knowledge and effectively demonstrates the performance skills. (Target Score)**

Developing-4: **The school counselor candidate** demonstrates exceptional skills and exceeds what is expected of a beginning school counselor.

Standard 1: Student Development	Baseline		Emerging		Developing	Average Score
	0	1	2	3	4	
<b>1.3 Helping Relationships:</b> The School Counselor Candidate establishes helping relationships with students through individual counseling, group work, classroom counseling lessons, and mental health and well-being activities within the school counseling program. (SCCGG p.10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.4 Social and Cultural Diversity:</b> The School Counselor Candidate demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, counseling activities and interactions with students. (SCCGG p.11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Standard 1 Feedback to Substantiate Score Given for Quality Indicators 1.3 and 1.4 (required):**

Revised July 9, 2019

**The Missouri School Counselor Candidate MEES Training PowerPoint** provides a visual overview of the materials and resources presented in this manual. It can be used for training and for review of the processes for administering the MEES School Counselor Candidate Assessment instrument.

## Formative Scoring Guide

The goal of completing formative observations and assessments for the School Counselor Candidate is to provide ongoing feedback to promote growth and development, which will support becoming a successful and effective first year school counselor. The Formative Assessment Form provides the School Counselor Candidate with a numerical rating as well as written feedback from the observations made while the Candidate performs tasks during the final Field Experience. Providing meaningful and specific written feedback is critical for the School Counselor Candidate's development and should include specific examples related to performance on all 10 of the School Counselor Quality Indicators for which the School Counselor Candidate is responsible. The following steps should be taken to prepare for and conduct formative observations and to complete the Formative Assessment Forms:

1. The Candidate's university of record will provide training to support the Site Supervisor and a [form for the Site Supervisor to sign](#) that verifies completion of training to administer the MEES Formative and Summative Assessments.
2. At the beginning of the final Field Experience, dates for the evaluation periods and completion of MEES Formative Assessments 1 and 2 as well as the MEES Summative Assessment should be established. The evaluation periods should be set at regular intervals to provide structure for the School Counselor Candidate and to allow time for improvement based upon the feedback that is given. The first Formative Assessment Form should be completed at the beginning of the final Field Experience. The second Formative Assessment Form should be completed at the midpoint of the final Field Experience. The Summative Assessment Form should be completed at the end of the experience.
3. To prepare for formative observation periods and completion of the Formative Assessment Forms, the Site Supervisor and the School Counselor Candidate should use the School Counselor Candidate Evaluation Growth Guide to understand and identify activities that exemplify all of the standards and specifically each of the 10 quality indicators that will be used to assess the Candidate's performance. The School Counselor Candidate Evaluation Growth Guide includes a separate rubric for each of the 10 quality indicators. Included with each rubric is the standard, quality indicator, and professional frames. The rubrics provide focus for three areas of evidence- **commitment, practice, and impact**. Drilling down into each standard and quality indicator to determine what it means to perform within the standard and quality indicator will support successful planning for activities and performance. Possible Sources of Evidence lists are also included in the guide. It is important to keep in mind that these are only possible sources, and the Site Supervisor will likely be able to add additional activities/evidence that are indicators of the School Counselor Candidate's performance. The evidence will be used to score and offer substantiating feedback to the Candidate.
4. When scoring the MEES Formative Assessments 1 and 2, the Site Supervisor will mark the appropriate box to indicate the Formative Assessment Form. This form will be used to provide feedback regarding the School Counselor Candidate's performance of the 10 School Counselor Quality Indicators. The School Counselor Candidate will receive a



score of 0, 1, 2, 3, or 4 and substantiating feedback (evidence) in the comments section for each quality indicator. By offering effective feedback, the Candidate can develop skills and advance in the scoring categories. It is important to remember that the focus is on growth over the time the Candidate is completing the internship. The MEES Assessment scoring category descriptors:

- a. **Score of 0** (*with substantiating feedback/evidence in comments section*) = **Baseline** and indicates that the school counselor candidate did not demonstrate or possess knowledge for that quality indicator
  - b. **Score of 1** (*with substantiating feedback/evidence in comments section*) = **Baseline** and indicates that the school counselor candidate possesses the necessary knowledge but cannot apply or demonstrate the performance.
  - c. **Score of 2** (*with substantiating feedback/evidence in comments section*) = **Emerging** and indicates that the school counselor candidate possesses the necessary knowledge and inconsistently or somewhat effectively demonstrates performance of the quality indicator.
  - d. **Score of 3** (*with substantiating feedback/evidence in comments section*) = **Emerging** and indicates that the school counselor candidate possesses the necessary knowledge and consistently and effectively demonstrates performance of the quality indicator
  - e. **Score of 4** (*with substantiating feedback/evidence in comments section*) = **Developing** and indicates that the school counselor candidate demonstrates consistently at the Emerging level and is beginning to demonstrate at the developing level. This score represents the candidate's ability to demonstrate skill beyond what is expected at the emerging level.
5. If something is not observed during a formative assessment period, assign no score and place a note in the comments section stating not having an "observation opportunity". If this occurs, it is important that the Site Supervisor and School Counselor Candidate have a conversation regarding the assigned zero. The Site Supervisor and the School Counselor Candidate should develop an action plan that offers opportunities for observable evidence during the next observation period.
  6. Once a Formative Assessment Form is completed, the Site Supervisor and School Counselor Candidate should conference about the scores and feedback/evidence. Written feedback should be in addition to not instead of verbal feedback. Feedback should be clear, concrete, and behavior based with specific examples for improvement stated. Furthermore, feedback should be listed in the comments box under each standard for the School Counselor Candidate to review, ask questions, and improve practice. This is valuable time for the Site Supervisor and School Counselor Candidate to plan and set goals for improvement.

## Summative Scoring Guide

Formative assessments and formal or informal observations all contribute to the summative assessment. Formative assessments are not to be confused with formal or informal observations. Observations across time inform formative assessments and should occur regularly, both formally and informally. Observations include direct observations of performance

or practice in direct or indirect services to students: observations include review of artifacts like assignments, products, outcomes, planning documents as well as communication of ideas and events during supervision with the Candidate. Formative Assessment Forms should be completed after multiple and regular observations of the Candidate. These various observations increase the opportunities to observe every standard and quality indicator before the summative evaluation occurs.

It is assumed most, if not all indicators, will be observable by the second formative assessment. In the rare case when there is no evidence observed by the time of summative assessment, the school counselor Candidate should be encouraged to provide evidence in the form of an artifact to illustrate work in this unobserved performance area. Artifact examples are listed in the [Missouri School Counselor Candidate Growth Guide](#) as “possible sources of evidence” on pages 7-11. Figure 4 shows a sample set of possible evidence to support Standard 1, Student Development.

After a minimum of two formative evaluations have been completed, the summative observation takes place. Though formative growth feedback is ongoing and regular, summative feedback represents the cumulative observation of the School Counselor Candidate’s Performance over the course of the entire term of the final Field Experience. All feedback, performance, and evidence is included when awarding a summative score.

## **Score Calculation**

### **Supervisors**

Summative scores impact Candidate certification. Summative scores are assigned independently by both the University Supervisor and the Site Supervisor. Each of the five standards have two quality indicators (QI) that must be rated. Once a rating is made for the two QIs, the two ratings are averaged to obtain a score for each standard. The five standard scores are then added together to get the summative score from each rater.

### **University Report of Scores**

The total of the Site Supervisor score and the University Supervisor score is reported as a performance score by the Educator Preparation Program to the Missouri Department of Elementary and Secondary Education. A minimum average score of 25 is required for the Candidate to be eligible for certification. Candidates seeking more than one level of certification (K-8 or 7-12) are required to have two separate scores that represent scores in those different certification level settings. If a Candidate does not reach the minimum score, the Educator Preparation Program may offer remediation for the Candidate to improve to a level to be certification eligible.

Figure 4

*Sources of Evidence for Standard 1*

Possible Sources of Evidence		
<b>Standard 1: Student Development</b>		
The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development.		
Professional Commitment		
<ul style="list-style-type: none"> <li>Plans and designs needs based activities across the school counseling program components</li> <li>Posts behavioral norms/routines/procedures relevant to work across school counseling program components</li> <li>Student goals/objectives articulated across and within school counseling program activities</li> <li>Program activities are aligned with student learning outcomes as indicated by BIP, CSIP, and/or MSIPS performance targets</li> </ul>	<ul style="list-style-type: none"> <li>Activity planning links to School Counseling GLEs</li> <li>Lesson plans include objectives and School Counseling GLEs</li> <li>Substitute lesson plans include GLEs</li> <li>Tiered/differentiated lessons/units</li> <li>Homework assignments and guiding instructions</li> <li>Parent/guardian outreach</li> <li>Professional growth plan attends to school counseling program management and delivery</li> </ul>	<ul style="list-style-type: none"> <li>Research integration plan</li> <li>Agenda/meeting notes from grade level/content area team</li> <li>Parent/student conferences/reports</li> <li>Professional learning</li> <li>Professional networking</li> <li>Bulletin boards</li> </ul>
Professional Practice		
<ul style="list-style-type: none"> <li>Alignment between school counseling plans and implementation</li> <li>Builds student understanding of self/others utilizing a variety of global perspectives</li> <li>Utilizes methods of best practice across school counseling program activities</li> <li>Encourages student responsibility and articulates clear student expectations</li> <li>Implements program activities that are within the role of the school counselor</li> <li>Provides frequent opportunities for students to use critical thinking/problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates student directed counseling activities</li> <li>Engages students, families, and colleagues in school counseling program activities across the school counseling program components</li> <li>Implements interdisciplinary school counseling curriculum experiences</li> <li>Facilitates student action to address relevant real-world issues</li> <li>Properly maintains all required documentation (confidentiality)</li> </ul>	<ul style="list-style-type: none"> <li>Shows unconditional positive regard</li> <li>Builds positive, healthy relationships with others</li> <li>Uses appropriate classroom management strategies</li> <li>Demonstrates classroom/school awareness</li> <li>Provides a safe learning environment</li> <li>Participates in professional development and uses new ideas when appropriate</li> <li>Self-Reflection</li> <li>Acts as a change agent</li> <li>Participates in a mentor program</li> <li>Mentoring others</li> </ul>
Professional Impact		
<ul style="list-style-type: none"> <li>Observation/verification of student mastery</li> <li>Student work samples</li> <li>Student portfolios</li> <li>Student feedback/comments</li> <li>Student assessment data</li> <li>Student reflection/journals</li> <li>Student performance/growth reports</li> <li>Personal Plans of Study are documented</li> <li>Graduate follow-up data</li> <li>Uses perceptual data to reflect</li> </ul>	<ul style="list-style-type: none"> <li>Student discussions/questions</li> <li>Structured interviews with students</li> <li>Results based evaluation</li> <li>Non-academic records of individual progress (attendance, class participation, engagement, motivation, behavior, etc.)</li> <li>Academic records of individual student progress</li> <li>Student completion data on homework/projects</li> <li>Performance assessments of school counselor</li> </ul>	<ul style="list-style-type: none"> <li>Student engagement and participation reflected in time/task analysis logs</li> <li>Student, parent, and/or staff survey results</li> <li>Student products/projects</li> <li>Parent/community attendance at school counseling program functions</li> <li>IIR data is analyzed</li> <li>Student assessment data analyzed from developmental perspective</li> </ul>

Missouri School Counselor Evaluation System  
November 2015

7

The following steps should be taken to prepare for and to complete the Summative Assessment Form:

1. At the beginning of the internship experience, dates for the evaluation periods and completion of MEES Summative Assessment should be established. The Summative Assessment Form should be completed at the end of the experience.
2. To prepare for the Summative Assessment, use the School Counselor Candidate Evaluation Growth Guide to understand and identify activities that exemplify each of the 10 quality indicators that will be used to assess the Candidate's performance. The School Counselor Candidate Evaluation Growth Guide includes a separate rubric for each of the 10 quality indicators. Included with each rubric is the standard, quality indicator, and professional frames. The rubrics provide focus for three areas of evidence- **commitment**, **practice**, and **impact**. Drilling down into each standard and quality indicator to determine what it means to perform within the standard and quality indicator will support the evidence used to score and offer substantiating feedback about the Candidate's performance.
3. When scoring the MEES Summative Assessment, the Site Supervisor will mark the appropriate box to indicate the Summative Assessment Form. This form will be used to provide feedback regarding the School Counselor Candidate's performance of the 10

School Counselor Quality Indicators. The School Counselor Candidate will receive a score of 0, 1, 2, 3, or 4 and substantiating feedback (evidence) in the comments section for each quality indicator. The MEES Assessment scoring category descriptors:

- a. **Score of 0** (*with substantiating feedback/evidence in comments section*) = **Baseline** and indicates that the school counselor candidate did not demonstrate or possess knowledge for that quality indicator
  - b. **Score of 1** (*with substantiating feedback/evidence in comments section*) = **Baseline** and indicates that the school counselor candidate possesses the necessary knowledge but cannot apply or demonstrate the performance.
  - c. **Score of 2** (*with substantiating feedback/evidence in comments section*) = **Emerging** and indicates that the school counselor candidate possesses the necessary knowledge and inconsistently or somewhat effectively demonstrates performance of the quality indicator.
  - d. **Score of 3** (*with substantiating feedback/evidence in comments section*) = **Emerging** and indicates that the school counselor candidate possesses the necessary knowledge and consistently and effectively demonstrates performance of the quality indicator
  - e. **Score of 4** (*with substantiating feedback/evidence in comments section*) = **Developing** and indicates that the school counselor candidate demonstrates consistently at the Emerging level and is beginning to demonstrate at the developing level. This score represents the candidate's ability to demonstrate skill beyond what is expected at the emerging level.
4. Evaluators are required to score every indicator on the Summative Assessment. Any omitted scores are recorded as zero and impact the Candidate's total score negatively. In the rare case when there is no evidence observed for a particular indicator by the time of summative assessment, the School Counselor Candidate should be encouraged to provide evidence in the form of an artifact to illustrate the work in this unobserved performance area.
  5. Once a Summative Assessment Form is completed, the Site Supervisor and School Counselor Candidate should conference about the scores and feedback/evidence. Written feedback should be in addition to not instead of verbal feedback. Feedback should be clear, concrete and behavior based with specific examples for improvement stated. Furthermore, feedback should be listed in the comments box under each standard for the School Counselor Candidate to review and ask questions. This is valuable time for the Site Supervisor and School Counselor Candidate to discuss the School Counselor Candidate's needs and goals as they exit the final Field Experience.

## Performance Scores Eligible for Certification

Summative scores are assigned independently by both the University Supervisor and the Site Supervisor. Each of the five standards have two quality indicators (QI) that must be rated. Once a rating is made for the two QIs, the two ratings are averaged to obtain a score for each standard. The five standard scores are then added together to get the summative score from

each rater. The Site Supervisor Score and the University Supervisor score are added together to get a total score between 0 and 40. This performance score is reported by the Educator Preparation Program to the Missouri Department of Elementary and Secondary Education. A minimum average score of 25 is required for the Candidate to be eligible for certification. Candidates seeking more than one level of certification (K-8 or 7-12) are required to have two separate scores that represent scores in those different certification level settings. If a Candidate does not reach the minimum score, the Educator Preparation Program may offer remediation for the Candidate to improve to a level to be certification eligible. Table 1 reflects the cut scores for the assessment by academic year.

Table 1. Eligibility Scores for the MEES Missouri School Counselor Candidate Assessment

Academic Year	Passing Scores
2018-2019 Pilot year	10 points and above
2019-2020	25 points * and above
2020-2021	25 points * and above

Note: passing scores reflect a combined total of the Site Supervisor's and the University Supervisor's scores.

## Contact Information

Please direct questions about the assessment or the scoring procedures to:

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## Conclusion & Acknowledgements

This manual was developed as a resource for Site Supervisors and University Supervisors to use as a training tool and guide as they administer the MEES Missouri School Counselor Candidate Assessment. It integrates information from multiple sources that are live-linked or referenced in the document.

The MEES School Counselor Candidate Assessment, the Missouri School Counselor Candidate Growth Guide, and the MEES School Counselor Training Manual are grounded in the Missouri School Counselor Standards and Indicators and the Missouri School Counselor Growth Guide and are the result of thousands of hours dedicated by School Counseling Professionals in the State of Missouri. These professionals represent the Missouri Department of Elementary and Secondary Education, Missouri's Public and Private Schools and Universities, the Missouri School Counselor Association, and the Missouri Counselor Educator Advisory Board. This manual was necessary and possible due to their work and their dedication to Missouri's PK-12 students.

## Appendix A

### Exemplars with Feedback (including ancillary evidence) to Substantiate Score Assignment

Standard #1: Student Development

[1.3 Helping Relationships: The School Counselor Candidate establishes helping relationships with students through individual counseling, group work, classroom counseling lessons, and mental health and well-being activities within the school counseling program. \(SCCGG p.10\)](#)

Baseline		Emerging		Developing
The baseline counselor candidate...  Begins to <b>identify</b> helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district’s school counseling program.		The emerging counselor candidate...  Begins to <b>describe</b> helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district’s school counseling program.		The developing counselor candidate...  Begins to <b>apply</b> helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district’s school counseling program.
Professional Frames				
<b>Evidence of Commitment</b> <i>Identifies helping skills that counselors use to establish helping relationships.</i>  <b>Evidence of Practice</b> <i>Identifies helping skills used within program activities and in school counseling program activities/services.</i>  <b>Evidence of Impact</b> N/A		<b>Evidence of Commitment</b> <i>Describes and attempts helping skills that counselors use to establish helping relationships.</i>  <b>Evidence of Practice</b> <i>Describes helping skills they have used within program activities and in school counseling program activities/services.</i>  <b>Evidence of Impact</b> <i>Students can sometimes identify their assigned counselor and direct observations indicate positive and helpful interactions occur.</i>		<b>Evidence of Commitment</b> <i>Posted norms indicate counselor establishes helping relationships.</i>  <b>Evidence of Practice</b> <i>Use of helping skills are observed within program activities and counselor logs reflect that students engage in school counseling program activities/services.</i>  <b>Evidence of Impact</b> <i>Students can identify their assigned counselor and direct observations indicate positive and helpful interactions occur.</i>
0	1	2	3	4

**Possible Sources of Evidence Standard 1.3:**

- Shows unconditional positive regard
- Builds positive, healthy relationships with others
- Facilitates student directed counseling activities
- Engages students, families, and colleagues in school counseling program activities across the school counseling program components
- Encourages student responsibility and articulates clear student expectations

Standard 1.3, Scenario Score 1:

Sam is starting Field Placement, and he is beginning to be assigned daily tasks from his site supervisor. He states he feels overwhelmed and has not been fully trained to work with groups or to provide individual counseling. He comes unprepared to classroom counseling and often mumbles and looks at his notes, avoiding eye contact with other school faculty and students. He tells his instructor his site supervisor provides no direction at all. His site supervisor is feeling frustrated and lets the University Supervisor know he does not seem to have initiative for creating relationships without the supervisor's prompting.

Rationale Score 1:

Sam is missing key nonverbal and verbal appropriate behaviors that would help him to establish and build relationships. He may respond to prompting but may need additional remediation for him to overcome his own internal barriers. He is partially building relationships (2-3 range) but needs a good sense of encouragement from his site supervisor to accomplish this.

Standard 1.3, Scenario Score 2:

Sam is starting his first semester of Field Placement. With the help from his site supervisor, he has begun learning students' names who are assigned to his grade level. The Site Supervisor Miranda observes him in individual sessions making appropriate eye contact, providing accurate reflections of the students' concerns, and establishing a general sense of rapport. In the classroom, his lessons keep students engaged at the onset, but towards the middle of the lesson, some students are noticeably withdrawn. While in the counselor's office, he works on his lesson planning and does not purposefully make eye contact with new students entering the office. When asked about the skills and techniques he is using daily, he provides a vague answer with few details and no clear cut rationale for using them.

Standard 1.3, Rationale Score 2:

In individual sessions, Sam has demonstrated some helping skills leading to a strong therapeutic relationship with his students. However, since he has difficulty engaging with others in the office setting without prompting or encouragement, his responses are inconsistent. He is challenged to describe his theoretical approach or what approach might work best with certain students and specific student issues. As he begins to initiate more interaction with students consistently and articulate how he is applying counseling skills and moves toward becoming more consistent across all delivery settings, his score may move to a 3.



### Standard 1.3, Scenario Score 3:

Sam has decided in his first semester of field placement that he wants to know every student's name. He decides he will ask his supervisor if it is okay to come a little earlier to his placement and greet the students as they enter the school building for the day. He works hard to learn students' names and is able to master their names in a couple of weeks. He attempts to interact with the faculty and administration and is generally collaborative in his approach. He sometimes states he lacks the confidence to fully engage key stakeholders and asks you, his site supervisor, for advice and pointers in this area. As a member of the counseling team, he has been instructed to keep a time on task log. He is irregular in turning these in, and his hours seem to be categorized incorrectly. You decide this is something that would help him to further develop as a school counselor.

### Standard 1.3, Rationale Score 3:

As Sam begins to emerge professionally, it is developmentally appropriate for him to feel some self-doubt. With additional coaching and mentoring in his first year on the job, it is essential he continue to build on knowing the key stakeholders and how and when to approach them.

With regard to professional development, Sam asks for feedback on a regular basis from his site supervisor. He is aware of the request for him to keep his log sheets. Once he is able to do this and communicate to key stakeholders how he spends his time, he will move closer to a '4'. In addition, not only will he know all of the students' names, but the students will also know his name.

### Standard 1.3, Scenario Score 4:

Sam has made terrific strides in the process of becoming a professional during his placement. As he nears the end of the second placement, he has a proven track record of warm and engaging discussions in his classroom counseling lessons. He is able to quickly track the way his time is spent and to effectively share the way he is spending his time with students, time in faculty and parent collaboration and consultation, and describing interventions that worked. He is an initiator of communication, has excellent follow up and recognizes his blind spots. His site supervisor has not had a student of his caliber.

As his site supervisor, you observe Sam and immediately notice the natural way he interacts with students in the hall and office, the greetings he exchanges with teachers, and the well-organized lesson plans he delivers in the classroom. His classroom counseling sessions are well managed, too. Every student is engaged in his lessons. When students have difficulty answering, he helps to scaffold their responses. He seems to be a 'natural' at forming relationships everywhere he goes in the building. Plus, he often initiates interaction with students and teachers when he notices something needs to be addressed. For example, while walking with her through the halls, he noticed a student who was crying and did not hesitate to find out what was going on and how to best help the student in the moment.

Standard 1.3, Rationale Score 4:

Sam is exhibiting all of the growth guide behaviors listed as a '4'. He spends nearly 80% of his time weekly in direct services and is able to further describe how those delivery hours were spent. He is able to clearly communicate this and troubleshoot with his site supervisor and team different ways to reduce systemic barriers to maintain the 80% direct service requirement of the Comprehensive School Counseling Model. His students seek him out, and he is well known for professional practices with his students' confidential information.

Standard #1: Student Development

1.4 Social and Cultural Diversity: The School Counselor Candidate demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, counseling activities and interactions with students. (SCCGG p.11)

Baseline	Emerging	Developing
<p>The baseline counselor candidate...</p> <p>• <b>state and define</b> diversity issues, trends, and attitudes and by demonstrating sensitivity to diversity when engaged in individual, small group counseling, and/or consultation activities.</p>	<p>The emerging counselor candidate...</p> <p>• <b>identify and describe</b> diversity issues, trends, and attitudes in counseling curriculum and demonstrates sensitivity to diversity when engaged in individual and small group counseling as well as in consultation activities.</p>	<p>The developing counselor candidate...</p> <p>• <b>apply</b> knowledge of diversity issues, trends, and attitudes by incorporating diversity content into counseling curriculum and by demonstrating sensitivity to diversity when engaged in individual and small group counseling as well as in consultation activities.</p>
<b>Professional Frames</b>		

<p><b>Evidence of Commitment</b> <i>Can state and define diversity issues, trend, and attitude.</i></p> <p><b>Evidence of Practice</b> <i>Can state importance of counseling activities and plans that incorporate social and cultural diversity education.</i></p> <p><i>Demonstrates sensitivity to multicultural diversity during the implementation of school counseling program activities.</i></p> <p><b>Evidence of Impact</b> <i>Knowledge of social and cultural diversity in the school grows.</i></p>	<p><b>Evidence of Commitment</b> <i>Sometimes incorporates social and cultural diversity education into school counseling program activity planning.</i></p> <p><b>Evidence of Practice</b> <i>Sometimes implements counseling activities and plans that incorporate social and cultural diversity education.</i></p> <p><i>Sometimes demonstrates sensitivity to multicultural diversity during the implementation of school counseling program activities.</i></p> <p><b>Evidence of Impact</b> <i>Identification of social and cultural diversity factors in the school grows.</i></p>	<p><b>Evidence of Commitment</b> <i>Incorporates social and cultural diversity education into school counseling program activity planning.</i></p> <p><b>Evidence of Practice</b> <i>Implements counseling activities and plans that incorporate social and cultural diversity education.</i></p> <p><i>Demonstrates sensitivity to multicultural diversity during the implementation of school counseling program activities.</i></p> <p><b>Evidence of Impact</b> <i>Understanding of social and cultural diversity in the school grows.</i></p>		
0	1	2	3	4

#### **Possible Sources of Evidence, Standard 1.4:**

- Demonstrates classroom/school awareness
- Implements interdisciplinary school counseling curriculum experiences
- Facilitates student action to address relevant real- world issues
- Builds student understanding of self/others utilizing a variety of global perspectives
- Provides frequent opportunities for students to use critical thinking/problem solving

#### Standard 1.4, Scenario Score 1:

The school counseling intern Jade is meeting with a sophomore individually who is feeling like she does not belong in the school. Jade is white, and her student Lori is African American and is part of the desegregation program. Jade asks Lori to describe her experiences so far. Below is an excerpt from their conversation:

Jade (J): Hi Lori, how are you today [counselor ignores Lori's nonverbal behavior where she is trying to walk quickly past the counselor]?

Lori (L): I hate this school and the white kids with their expensive clothes, and everyone has their own car. I don't belong here at all. I think I need to leave.

J: Well, you are nicely dressed today, I'm not sure I understand what you are saying?

L: You really don't get it, do you? [She is now becoming more agitated than when she first entered the school building.]

J: [not sure why Lori is getting so frustrated, but suddenly feels very defensive and visibly bristles] Well, I'm not sure what you need from me. Maybe come back later if you have a specific question for me.

#### Standard 1.4, Rationale Score 1:

Jade is able to describe diversity to her site supervisor. However, she does not see how her actions and words are actively ostracizing Lori. Jade has a sense that Lori feels different but personalizes the conversation too much and becomes defensive, and this is why the score is a 1. Lori needs to begin acknowledging the differences instead of brushing them under the carpet. This will open up deeper dialogue about how the student is feeling and might clear a path for some reasonable action.

#### Standard 1.4, Scenario Score 2:

The school counseling intern Jade is meeting with an individual student who comes to her office and expresses she is feeling bullied in the school. Jade asks the student Lori to describe her experiences so far. Jade is white, and Lori is African American and is part of the desegregation program. Below is an excerpt from their conversation:

Jade (J): Tell me what's going on? You seem upset today.

Lori (L): I feel like I don't belong here. Every morning I have to get up by 5am to catch the school bus, ride it in from the city, and then sit in classes with these rich, white kids!

J: It sounds like you are feeling different from everyone else.

L: Yes, it's because of where I live and the way I talk differently! These kids don't have any idea the amount of effort I have to put into being here at all. I'm fed up, I'm telling my mom I want out of this stupid program. I want to go to school with my friends, where I belong.

J: It must be very hard to acclimate to a new place with kids you don't know, didn't grow up with, and look different than you. Can you give me an example of what happened today that affected you so much?

L: A kid said to me this morning that I looked like I was mad about something. The same kid called me a bad name the day before because of my skin color.

J: It sounds like you are feeling picked on. Do you think the only reason would be your skin color? Could it be other differences, like you have to get up early to get here and are tired or are taking classes to catch up?

#### Standard 1.4, Rationale Score 2:

Although Jade is beginning to identify Lori's feelings with regard to being treated differently, she is inconsistently addressing them. Jade would move closer to a '3' if she were to stay with the student to explore more about her cultural feelings and might find this to be an issue to tackle school wide. She might also want to set up some informal observations to determine if this is a widespread or isolated event in her school. Through careful review of feedback from Lori, faculty and other students, she may find this requires a system wide response.

#### Standard 1.4, Scenario Score 3:

Jade, the school counselor is Caucasian. Lori is a sophomore who has been struggling because she feels different and out of place because of her background and because she is African American in a 95% Caucasian school setting. Jade begins to help Lori conceptualize how she is feeling different and, at times, bullied.

Lori (L): I hate the stares I get when I walk down the hall. The other day someone called me a racist name in between classes, and I got mad and hit them. No teachers saw, so I didn't get

punished. Maybe I should have hit him harder and more; who cares if I 'get' to stay here or not.

Jade (J): We will need to address this. Does this type of thing happen often in the hallways and other places?

After a ten-minute discussion where Lori is demonstrating warmth and empathy, she discovers the bullying and racism has been going on for at least 2 years (freshmen and sophomore year), and Lori is only now telling an adult about it. However, you discover when talking to her that her teachers have been present when these comments have been made before and 'act like they don't hear them'. You decide this needs to be addressed at a system level in addition to individual responsive services appointments when Lori is in your office. Jade decides to focus on an intervention with the one class this keeps happening in. However, she neglects checking in with other key stakeholders to implement cultural awareness training in other classes.

#### Standard 1.4, Rationale Score 3:

Jade is addressing the issues presented to her by working with the one class this is happening most often in. However, to move toward a 4, this type of intervention needs to be maintained at a system-wide level. Other teachers, faculty and administrators should be made aware of this concern. It should also be part of the next advisory council meeting if it is found to be as widespread across the school as Lori says. Only through consistent and frequent addressing of this issue will the school climate and culture begin to change.

#### Standard 1.4, Scenario Score 4:

Jade, a white school counselor has been meeting with Lori, an African American sophomore throughout the semester to check in to see if the racism and bullying is decreasing with the addition of system-wide interventions with all key stakeholders over the last quarter.

Lori (L): I think it is starting to help, a little. My US History teacher decided to bring into our class a cultural awareness lesson on the diversity among modern population. We were able to learn about some of the cultural differences and similarities and how cultural practices were introduced and impacted the way our culture is today. He even brought up white privilege and allowed us to write a position paper on what we believed it was and how to address it so everyone's voice could be heard. He picked pieces of our papers and read constructive solutions we had all come up with. I suddenly felt like I was less alone. Someone else said nearly the same thing I did, and I have not heard slurs in the hallway since the assembly on cultural diversity and cultural pride happened last week. Thank you for doing that assembly. It seems to have helped.

Jade (J): I'm so happy things are shifting, slowly. We need to all be on the same team and work together, but some of us have different starting points. We need to be attuned to each other's perceptions and prior experiences.

Over the rest of the semester, Lori was able to implement a flipped lesson on cultural diversity in the 9-12th grade English classrooms. She was then able to have part of a day toward the end of the semester in May to have diversity speakers come in as part of a school-wide awareness campaign. In addition, students had small group discussions and talked about the implications of race and our perceptions of one another in the academic and post-secondary world.

Standard 1.4, Rationale Score 4:

The Growth Guide suggests that we consistently apply cultural sensitivity to all students and that we embed social cultural issues into our lessons. During individual planning, small group, classroom counseling, or other events, it is important to consistently demonstrate social cultural diversity and implement programming that reflects this.

## Standard #2: School Counseling Program Implementation

2.2 School Counseling Program Components: The School Counselor Candidate knows, understands and implements the four program components of the district's school counseling program, providing all students with essential knowledge and skills defined by the Grade Level Expectations through the school counseling curriculum, individual student planning, responsive services and system support. (SCCGG p.16)

Baseline		Emerging		Developing
The baseline counselor candidate...  <b>Recalls knowledge</b> of the four school counseling program components to begin to provide students with developmentally appropriate school counseling activities and participates in the management and evaluation of the school district’s school counseling program.		The emerging counselor candidate...  Is able to <b>explain or describe</b> the four school counseling program components to begin to provide students with developmentally appropriate school counseling activities and participates in the management and evaluation of the school district’s school counseling program.		The developing counselor candidate...  <b>Uses knowledge</b> of the four school counseling program components to begin to provide students with developmentally appropriate school counseling activities and participates in the management and evaluation of the school district’s school counseling program.
Professional Frames				
<b>Evidence of Commitment</b> <i>Knowledge regarding how to advocate for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the school counseling program components.</i>		<b>Evidence of Commitment</b> <i>Sometimes advocates for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the school counseling program components.</i>		<b>Evidence of Commitment</b> <i>Advocates for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the school counseling program components.</i>
<b>Evidence of Practice</b> <i>Knowledge regarding how to utilize time task analysis to track implementation of the comprehensive school program components described by the written plan.</i>		<b>Evidence of Practice</b> <i>Sometimes utilizes time task analysis to track implementation of the comprehensive school program components described by the written plan.</i>		<b>Evidence of Practice</b> <i>Utilizes time task analysis to track implementation of the comprehensive school program components described by the written plan.</i>
<b>Evidence of Impact</b> <i>Knowledge of how to analyze the time task analysis to review the implementation of the program components described by the written plan and discusses with administrator and site supervisor</i>		<b>Evidence of Impact</b> <i>Sometimes analyzes the time task analysis to review the implementation of the program components described by the written plan and discusses with administrator and site supervisor</i>		<b>Evidence of Impact</b> <i>Analyzes the time task analysis to review the implementation of the program components described by the written plan and discusses with administrator and site supervisor</i>
0	1	2	3	4

### **Possible Sources of Evidence for 2.2:**

- Incorporates new research-based materials and resources
- Uses instructional and engagement strategies
- Maintains School Counseling Resources/Tools for student/parents/community on building webpage
- Implements collaborative practices in program planning/delivery
- Organizes appropriate groups to implement the school counseling plan

#### Standard 2.2, Scenario Score 1:

Amanda arrives at her first field placement and sits down with her site supervisor Larson. Her site supervisor asks her to review the annual calendar and to let her know which structural components she may prefer to focus on initially.

Larson suggests she could run a group. Larson asks her about classroom counseling to tackle the recurrent topic of bullying she has heard of from her students. Amanda has a pained expression and states she is uncomfortable with classroom counseling lessons and thinks a more intimate group would help her feel more at ease in addressing this widespread issue.

#### Standard 2.2, Rationale Score 1:

Amanda states she has not heard the term structural components but is willing to learn and able to sit down with you to begin her field experience. The absence of structural programming knowledge or a bare minimum of it, necessitates a score of 1.

#### Standard 2.2, Scenario Score 2:

Amanda is in her first field placement experience. She holds a Master's degree in Counseling and is licensed. She wanted to come back to school to meet her school counseling certification requirements. As her site supervisor, you notice right away her high clinical mental health skill set when meeting individually with students. She is reflective, attentive, and able to effectively resolve students' issues with a Brief Solution Focused Approach. She is able to apply developmental principles to some of what the students are experiencing and identify their individual needs.

After noticing Amanda has not had initiative to create small groups or classroom counseling, you sit down to talk with her about patterns with the 3rd grade students she has seen that week. You try to engage her in a discussion about appropriate and developmentally appropriate tiered interventions, so the program is supporting all students. You suggest classroom counseling as the delivery system of this information, so you can reach a larger population. As her site supervisor, you ask if she could create a classroom counseling lesson that would be developmentally appropriate for Mr. Robinson's 3rd grade class to address the theme of bullying. Amanda agrees that would be an excellent idea but is unsure of how she will find and deliver the classroom counseling lesson. She also states that responding to individual students seems to be working.



Standard 2.2, Rationale Score 2:

Amanda brings a wealth of clinical skill knowledge to her site. She has identified a need, along with her supervisor but is hesitant to run a bullying unit for all students. However, she is missing the larger idea of a comprehensive model serving all students. Structurally, the comprehensive counseling program is equipped to handle multiple structural components to serve all students. The reluctance and lack of experience in this delivery system constitutes a score of 2. As she begins to gain experience in the other system components outside of individual planning, she will move closer to a 3.

Standard 2.2, Scenario Score 3:

Amanda arrives for supervision and sits down with Larson, her site supervisor. Larson begins to review Amanda's time on task form from the prior week. He invites discussion about the current curriculum, how it is working, if there are any adjustments to be made, and whether he can help. Amanda is able to comment on how the classroom bullying lesson in Mr. Robinson's 3rd grade class has led to a measurably lower number of individual appointments to the counseling office, and even Mr. Robinson has noted a significant shift in the classroom. However, when you mention the persistent issue of academic achievement gaps at your school and how to begin narrowing the gap, Amanda is unable to identify a structural component that would address this need.

Standard 2.2, Rationale Score 3:

Amanda is beginning to identify structural components and provide examples of measured interventions in her practice as a school counselor. However, she still needs some guidance surrounding the bigger picture of system delivery within the comprehensive counseling model. Once she is consistently able to explain and implement multiple structural pieces, she will move toward a score of 4.

Standard 2.2, Scenario Score 4:

Amanda notices a few patterns of maladaptive behavior with the 3rd and 4th grade classes. Several individual students have visited her office in tears and voiced frustration with other classmates. She asks in supervision if she could implement a plan that would incorporate several structural components of the comprehensive counseling model. For example, she suggests a small group for students who appear to be struggling the most in 3rd and 4th grade. She decides that in addition to this another structural component would be a classroom counseling unit on making friends and addressing conflict with them.

Standard 2.2, Rationale Score 4:

Larson, the site supervisor is impressed with Amanda's use of multiple structural components. The only suggestion from the supervisor is to also look at the 2nd grade to see if there may be a widespread early intervention if teachers report similar issues beginning then. Amanda agrees, and after gathering data from teachers and students, she decides to introduce a unit with lesser depth of knowledge that is developmentally appropriate to lay groundwork for her lessons that occur in 3rd and 4th grade.

## Standard #2: School Counseling Program Implementation

2.4 School Counseling Program, Personnel, and Results Evaluation: The School Counselor Candidate knows, understands, and uses school counseling program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a school counseling program. (SCCGG p.18)

Baseline		Emerging		Developing
The baseline counselor candidate...  Begins to <b>identify</b> school counseling program, personnel, and results-based evaluation procedures.		The emerging counselor candidate...  Begins to <b>describe and use</b> school counseling program, personnel, and results-based evaluation procedures.		The developing counselor candidate...  Begins to <b>use and promote</b> school counseling program, personnel, and results-based evaluation procedures.
Professional Frames				
<b>Evidence of Commitment</b> <i>Knowledge regarding advocating for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the processes for personnel, program and results based evaluation</i>		<b>Evidence of Commitment</b> <i>Sometimes advocates for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the processes for personnel, program and results based evaluation</i>		<b>Evidence of Commitment</b> <i>Advocates for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the processes for personnel, program and results based evaluation</i>
<b>Evidence of Practice</b> <i>Knowledge regarding utilization of annual evaluation processes for personnel, program and results based evaluation as planned in program activities; participates in personnel evaluation processes.</i>		<b>Evidence of Practice</b> <i>Sometimes utilizes annual evaluation processes for personnel, program and results based evaluation as planned in program activities; participates in personnel evaluation processes.</i>		<b>Evidence of Practice</b> <i>Utilizes annual evaluation processes for personnel, program and results based evaluation as planned in program activities; participates in personnel evaluation processes.</i>
<b>Evidence of Impact</b> <i>Knowledge regarding how counselor behavior can be adjusted, as needed, based on personnel evaluation.</i>		<b>Evidence of Impact</b> <i>Counselor behavior is sometimes adjusted, as needed, based on personnel evaluation.</i>		<b>Evidence of Impact</b> <i>Counselor behavior is adjusted, as needed, based on personnel evaluation.</i>
0	1	2	3	4

### Possible Sources of Evidence for 2.4:

- Time Task Analysis
- IIR
- Uses data to facilitate student/staff action to address relevant student/school issue
- Articulates and uses a common language to develop understanding of a school counseling program
- Builds student background knowledge utilizing a variety of global perspectives

Standard 2.4, Scenario Score 1:

Linn decides she is going to enter her field placement position with energy and enthusiasm! She is truly excited about practicing what she has spent so many hours learning. She heads into her site the first day and announces she noticed some children were yelling when getting off the bus. She lets the counseling team she is interning for know that she is going to use a lesson on stress management with the 7th and 9th grades based on those observations.

Standard 2.4, Rationale Score 1:

Linn is attempting to apply information available at the school, but she believes is viable to initiate an intervention. She did not gather additional data from her team regarding current school culture, read over the school improvement plan yet, or collect data shedding light on the issue. Her team asks her to first review the improvement plan, and then they will review some needs assessment data from the beginning of the semester.

Standard 2.4, Scenario Score 2:

Linn meets with the Counseling Team in her field placement site and reviews the improvement plan. She believes that the improvement goal she would like to target is increasing the high school graduation rate. She has been at the school for about a month when she decides to ask sophomore teachers if she can 'push in' to their classrooms to talk about the importance of GPA and how to calculate it. The teachers ask her to demonstrate that this is really the issue at hand and how the graduation rate is tied to GPA. Linn is only partially able to describe a vague relationship between the two. The teachers, irritated, tell the counseling team this is a 'no go' unless they can demonstrate evidence to support the positive impact of this intervention.

Standard 2.4, Rationale Score 2:

Linn is starting out with the right idea. She begins with the school-wide improvement plan. However, she needs additional data to inform her decisions. Once she begins to collect and evaluate the needs assessment data, she will be able to develop SMART Goals for her interventions. She will then be able to make informed choices about content covered when she conducts classroom counseling sessions.

Standard 2.4, Scenario Score 3:

The Counseling Team meets with Linn and points out that interventions need to be based on data, and research on the intervention needs to be supported in the literature and aligned in the school improvement plan. They suggest using a needs assessment to assess for study skills, organization, importance of class attendance and homework. They believe that adding how to calculate GPA could be supported by some of this data based on whether the majority of students know how low grades affect one's overall GPA. Linn decides she will gather needs assessment data and then ask her team for feedback on how to align it with outcome data available in the school system.

Standard 2.4, Rationale Score 3:

Linn is on track with regard to using the program improvement plan to guide her interventions. She realizes if she simply chooses a goal to work on, it may not line up with the whole school system. She does have an inkling that some students might not understand the relationship between GPA and their future plans in life. She is not sure how this plays a role, yet. Therefore, her needs assessment will help shed light on whether this is something students have knowledge about.

Standard 2.4, Scenario Score 4:

Linn is working hard to align the school improvement plan with her Counseling Team's needs assessment data from August. It is now the middle of September, and she notices some trends in the needs assessment data. She notices there is a lack of understanding among the students about the importance of attendance on grade improvement. She understands that creating several educational, flipped classroom lessons on the relationship between attendance, one's grades, and their post-secondary options are all related. Furthermore, she asks the teachers where at least 5% of the students in the class are at or below a D if they feel this is an area of concern. They corroborate that it is often a lack of insight into how their academics now will impact them later in life on factors such as income. This broadens the lesson into a unit where Linn collects perceptual data (i.e., pre and post-test) on three main topics: education and income levels, attendance and impact on grades, and exploring potential occupations so that what the students are learning now is meaningful and personally relevant. Furthermore, she tracks the grades and attendance rates of students in the 10th grade to see if there are improvements. Her Team says, "Go for it and then share the results with the Administration!"

Standard 2.4, Rationale Score 4:

Linn relies on the school-wide improvement plan to identify systemic goals, so the counseling department can support all students. Linn is engaged in using multiple metrics to measure change processes after her interventions. She uses data to inform her decisions and relies on perceptual and outcome data to measure growth. She is engaging her Counseling Team in the discussions as well as the teachers and students when identifying needs.

### Standard #3: Professional Relationships

3.1 Interpersonal Skills: The School Counselor Candidate promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates to facilitate planning, implementing, maintaining, evaluating, and enhancing a school counseling program supportive of the academic, career, and social/emotional success of all students. (SCCGG p.20)

Baseline		Emerging		Developing
The baseline counselor candidate...		The emerging counselor candidate...		The developing counselor candidate...
Begins to <b>describe and explain</b> knowledge of, appreciation for, and the use of interpersonal skills that facilitate professional relationships, communication, and positive school climate.		Begins to <b>generalize and illustrate</b> knowledge of, appreciation for, and the use of interpersonal skills that facilitate professional relationships, communication, and positive school climate.		Begins to <b>apply</b> knowledge of, appreciation for, and the use of interpersonal skills that facilitate professional relationships, communication, and positive school climate.
Professional Frames				
<b>Evidence of Commitment</b> <i>Knowledge regarding including scheduling time to develop professional networks/interactions.</i>		<b>Evidence of Commitment</b> <i>Sometimes includes time in schedule to develop professional networks/interactions.</i>		<b>Evidence of Commitment</b> <i>Includes time in schedule to develop professional networks/interactions.</i>
<b>Evidence of Practice</b> <i>Knowledge regarding how to actively engage in strategies to build positive relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates.</i>		<b>Evidence of Practice</b> <i>Sometimes engages in strategies to build positive relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates.</i>		<b>Evidence of Practice</b> <i>Begins to actively engage in strategies to build positive relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates.</i>
<b>Evidence of Impact</b> <i>Knowledge regarding the importance of having administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates communicate having a positive working relationship with the School Counselor Candidate.</i>		<b>Evidence of Impact</b> <i>Administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates sometimes communicate having a positive working relationship with the School Counselor Candidate.</i>		<b>Evidence of Impact</b> <i>Administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates communicate having a positive working relationship with the School Counselor Candidate.</i>
0	1	2	3	4

**Possible Sources of Evidence Standard 3.1:**

- **Models and shares with colleagues**
- **Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff**
- **Connects appropriate resources to students' needs**
- **Provides focused, objective, relevant, valid, specific, and purposeful feedback**
- **Creates a safe risk-free environment for communication**

Standard 3.1, Scenario Score 1:

Sondra is completing her field placement at an elementary school. In the beginning of her experience, she was reluctant to engage with her site supervisor, and as a result, her site supervisor assigned reflective tasks to assess and build her understanding of the importance of strong, professional interpersonal skills to build facilitative relationships with stakeholders. Her reflections have conveyed an appropriate level of understanding, and she has become more comfortable communicating with her site supervisor; however, she is still having a hard time communicating with students during classroom lessons. She is also having difficulty establishing professional relationships during individual and small group interventions due to this.

Sondra's field experience has offered her several opportunities to be involved with parent conferences and student assistance team meetings as well as school counseling advisory council meetings. In these instances Sondra conveys a sense of interest but appears uneasy and is reluctant to interact and engage during problem solving conversations.

The site supervisor meets with Sondra to discuss the importance of actively working on her interpersonal skills to build strong, professional relationships with stakeholders in order to build program strength and support the career, academic and social/emotional development of their students. Sondra sets goals for interacting with and contributing to professional conversations with stakeholders in order to develop relationships.

Standard 3.1, Rationale Score 1:

Sondra demonstrates some knowledge of the importance and impact of interpersonal skills for building strong, professional relationships within groups but does not apply or demonstrate the skills with all stakeholders

Standard 3.1, Scenario Score 2:

Sondra is completing her field placement at an elementary school. She is open, friendly, and willing to engage with her site supervisor, which has contributed to a strong, professional relationship with him. She interacts well and establishes facilitative relationships with most students during classroom lessons but not all. Her site supervisor has noticed this same inconsistency when conducting individual and small group interventions, which has hindered the development of facilitative rapport with all students.

Sondra's field experience has offered several opportunities to be involved with parent conferences and student assistance team meetings as well as school counseling advisory council meetings. In these instances Sondra conveys a sense of interest, interacts, and engages in some problem solving conversations but does so inconsistently.

Standard 3.1, Rationale Score 2:

Sondra demonstrates knowledge of the importance and impact of interpersonal skills for building strong, professional relationships within groups but inconsistently applies the skills with stakeholders.

Standard 3.1, Scenario Score 3:

Sondra is completing her field placement at an elementary school. She is open, friendly, and willing to engage with her site supervisor, which has contributed to a strong, professional relationship with him. She interacts and communicates well with students during classroom lessons, and her site supervisor has observed the strong, facilitative rapport she has with students during individual and small group interventions due to her effective interpersonal skills. Sondra's field experience has offered several opportunities to be involved with parent conferences and student assistance team meetings as well as school counseling advisory council meetings. In these instances Sondra conveys a sense of interest and actively engages in problem solving conversations with stakeholders.

Standard 3.1, Rationale Score 3:

Sondra demonstrates knowledge of the importance and impact of interpersonal skills for building strong, professional relationships within groups and consistently applies the skills with stakeholders.

Standard 3.1, Scenario 4:

Sondra is completing her field placement at an elementary school. She is open, friendly, and willing to engage with her site supervisor, which has contributed to a strong, professional relationship with him. She interacts and communicates well with students during classroom lessons, and her site supervisor has observed the strong, facilitative rapport she has with students during individual and small group interventions due to her effective interpersonal skills. This has helped facilitate this type of interaction between teachers and students in the classroom setting.

Sondra's field experience has offered several opportunities to be involved with parent conferences and student assistance team meetings as well as school counseling advisory council meetings. In these instances Sondra conveys a sense of interest and takes an active role in facilitating problem solving conversations with and between stakeholders.

Standard 3.1, Rationale Score 4:

Sondra demonstrates knowledge of the importance and impact of interpersonal skills for building strong, professional relationships within groups, consistently applies the skills with stakeholders, and takes an active role in facilitating this with stakeholders.

### **Standard #3: Professional Relationships**

3.2 Collaboration: The School Counselor Candidate develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates in order to promote the academic, career, and social/emotional development success of all students. (SCCGG p.21)

Baseline		Emerging		Developing
The baseline counselor candidate...		The emerging counselor candidate...		The developing counselor candidate...
Begins to <b>identify</b> collaboration skills.		Begins to <b>describe</b> collaboration skills.		Begins to <b>use</b> collaboration skills.
Professional Frames				
<b>Evidence of Commitment</b> <i>Knowledge regarding how to review school improvement plan; student achievement, grade, behavioral, and attendance data; program planning survey data, etc.</i>		<b>Evidence of Commitment</b> <i>Sometimes reviews school improvement plan; student achievement, grade, behavioral, and attendance data; program planning survey data, etc.</i>		<b>Evidence of Commitment</b> <i>Reviews school improvement plan; student achievement, grade, behavioral, and attendance data; program planning survey data, etc.</i>
<b>Evidence of Practice</b> <i>Knowledge regarding working collaboratively with colleagues and key stakeholders to build relationships and begins to understand and promote services, resources, and support needed for students' academic, career, and social/emotional success needs.</i>		<b>Evidence of Practice</b> <i>Sometimes works collaboratively with colleagues and key stakeholders to build relationships and begins to understand and promote services, resources, and support needed for students' academic, career, and social/emotional success needs.</i>		<b>Evidence of Practice</b> <i>Works collaboratively with colleagues and key stakeholders to build relationships and begins to understand and promote services, resources, and support needed for students' academic, career, and social/emotional success needs.</i>
<b>Evidence of Impact</b> <i>Knowledge regarding how appropriate resources and strategies are identified.</i>		<b>Evidence of Impact</b> <i>Appropriate resources and strategies are sometimes identified.</i>		<b>Evidence of Impact</b> <i>Appropriate resources and strategies are identified.</i>
0	1	2	3	4

### **Possible Sources of Evidence Standard 3.2**

- PD in collaborative processes
- Involvement in professional learning community
- School counseling advisory committee meetings
- Engages in school and community activities
- Maintains/ inquires about list of community resources

### Standard 3.2, Scenario Score 1:

Sondra is completing her field placement at an elementary school. Since beginning her field experience, she has shared knowledge of models for consultation and collaboration and has



discussed the importance of working with all stakeholders to best serve students and the school community through discussions of her previous supervision experiences but has shown little effort to engage in these types of professional conversations or in building collaborative relationships with her site supervisor or other stakeholders. She has been reluctant to engage in the district's weekly student assistance team and professional learning community meetings and appears to attend only to meet school and course expectations.

Rationale Standard 3.2, Score 1:

Though Sondra acknowledges the importance of collaboration, she has not made any effort to engage in collaborative efforts or in building collaborative relationships with stakeholders in order to benefit students and the school community.

Standard 3.2 Scenario-Score 2:

Sondra is completing her field placement at an elementary school. Since beginning her field experience, she has shared knowledge of models for consultation and collaboration and has discussed the importance of working with all stakeholders to best serve students through discussions of her previous supervision experiences, and she has made some effort to engage in these types of professional conversations and in building collaborative relationships with her site supervisor and other stakeholders. She has engaged in some of the district's weekly student assistance team and professional learning community meetings but does so inconsistently.

Rationale Standard 3.2-Score 2:

Sondra acknowledges the importance of collaboration, and she has engaged in collaborative efforts and in building collaborative relationships with stakeholders in order to benefit students and the school community but does so inconsistently.

Standard 3.2 Scenario- Score 3:

Sondra is completing her field placement at an elementary school. Since beginning her field experience, she has shared knowledge of models for consultation and collaboration and has discussed the importance of working with all stakeholders to best serve students through discussions of her previous supervision experiences, and she has consistently made an effort to engage in these types of professional conversations and in building collaborative relationships with her site supervisor and other stakeholders. She has consistently engaged in the district's weekly student assistance team and professional learning community meetings.

Rationale Standard 3.2- Score 3:

Sondra acknowledges the importance of collaboration, and she has consistently engaged in collaborative efforts and in building collaborative relationships with stakeholders in order to benefit students and the school community.

Standard 3.2 Scenario- Score 4:

Sondra is completing her field placement at an elementary school. Since beginning her field experience, she has shared knowledge of models for consultation and collaboration and has

discussed the importance of working with all stakeholders to best serve students through discussions of her previous supervision experiences, and she has actively engaged in these types of professional conversations and in building collaborative relationships with her site supervisor and other stakeholders. She has engaged in the district's weekly student assistance team and professional learning community meetings and has advocated for these efforts with stakeholders. Sondra has also facilitated stakeholders to develop collaborative relationships in order to benefit students and the school community.

Rational Standard 3.2- Score 4:

Sondra acknowledges the importance of collaboration, and she has consistently engaged in collaborative efforts and in building collaborative relationships with stakeholders in order to benefit students and the school community. She has been a leader in advocating for these efforts with all stakeholders and facilitates others to do the same.

## Standard #4: Leadership and Advocacy

4.4 School Counseling Program Leadership: The School Counselor Candidate uses knowledge of school counseling program concepts to promote and enhance the success of students and the school counseling program while contributing to school improvement. (SCCGG p.28)

Baseline		Emerging		Developing
The baseline counselor candidate...		The emerging counselor candidate...		The developing counselor candidate...
Begins to <b>identify</b> leadership and advocacy strategies for school counseling program planning, design, implementation, evaluation, and enhancement.		Begins to <b>describe</b> leadership and advocacy strategies for school counseling program planning, design, implementation, evaluation, and enhancement.		Begins to <b>apply</b> leadership and advocacy strategies for school counseling program planning, design, implementation, evaluation, and enhancement.
Professional Frames				
<b>Evidence of Commitment</b> <i>Knows the concepts of the school counseling program: planning, design, implementation, evaluation, and improvement.</i>		<b>Evidence of Commitment</b> <i>Know and sometimes understands the concepts of the school counseling program: planning, design, implementation, evaluation, and improvement.</i>		<b>Evidence of Commitment</b> <i>Know and understands the concepts of the school counseling program: planning, design, implementation, evaluation, and improvement.</i>
<b>Evidence of Practice</b> <i>Knowledge regarding implementation of the IIR to assess the current status of the school counseling program and communicates program concepts and IIR results to building level stakeholders.</i>		<b>Evidence of Practice</b> <i>Assists implementation of the IIR to assess the current status of the school counseling program and communicates program concepts and IIR results to building level stakeholders.</i>		<b>Evidence of Practice</b> <i>Initiates implementation of the IIR to assess the current status of the school counseling program and communicates program concepts and IIR results to building level stakeholders.</i>
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A
0	1	2	3	4

### Possible sources of evidence to help you describe the ratings in Standard 4.4:

- Professional development (reading, training, supervision discussion) about self-care, student or program advocacy
- Locates and uses the program component resource guides on the MoDESE web pages
- Uses needs assessment information to plan activities, or can articulate importance of program needs assessment
- Works with others on strategies (planning, evaluating, enhancing) to advocate for the school counseling program
- Utilizes the IIR to identify and discuss program strengths and weaknesses

Standard 4.4, Scenario Score 1:

Finn is pursuing a Master's degree in School Counseling. He is in his final field placement. Finn has a background in human services and has several years of experience as a youth case manager. He notes that he cares for the students and wants them to do well, yet he waits for the students to approach him versus purposefully seeking school and student data and information about the school counseling program and its resources. While he seems to work hard to connect students that approach him to external resources, he does little to assess students' needs and intervene within the scope of the Comprehensive School Counseling Program content and interventions. You notice that students are beginning to disengage and not seek Finn for help with their social/emotional, academic, and career questions. You also notice that though you have facilitated many opportunities, Finn is not engaging in classroom lesson delivery, conducting small groups, or engaging in other program roles.

You sit down with Finn and review with him school and student needs/performance data to help him understand needs and to encourage him to engage in other roles to address the indicated personal social, academic, and career needs that will enhance student success and support school improvement. You suggest he study the program component resource guides on the DESE website and plan strategies using these resources to plan lessons and small groups to meet student needs indicated by the needs/performance data for his caseload. Finn indicates he is familiar with a program approach to addressing overall school and individual student needs and states he appreciates the reminder.

Standard 4.4, Rationale Score 1:

Finn knows about program concepts to promote student success and school improvement but has not yet applied the knowledge to practice. Finn has not sought/used needs related data, is engaging in limited program roles, and has not yet used available resources such as the DESE program component resource guides to intentionally promote success for all students on his caseload or to contribute to school improvement through the implementation of comprehensive school counseling program content and components.

Standard 4.4, Scenario Score 2:

Finn is pursuing a Master's degree in School Counseling. He is in his final field placement. Finn has a background in human services and has several years of experience as a youth case manager. He notes that he cares for the students and wants them to do well. You notice that only a handful of students seek Finn for help with their school counseling needs, but when they do he is using needs/performance data to meet the academic, career, and social/emotional needs for those students; however, he has not proactively used school-wide needs assessment/data to intervene in other ways within the scope of the Comprehensive School Counseling Program. You also notice that although you have facilitated many opportunities, Finn is not engaging in classroom lesson delivery, conducting small groups, or engaging in other program roles.

You sit down with Finn and review his good work with the individual students. Pointing out his success with the individual students when using needs assessment and related data, you review with him the overall school and student needs data, and the IIR. This leads to discussion of how Finn could enhance student success and support school improvement for all of the students on his caseload. Finn is able to interpret the data and tell you about the roles he could implement to address the personal social, academic, and career needs of all of the students on his caseload. Finn appreciates your support and looks forward to adding classroom groups and small groups to his practicum experiences. He also asks for a copy of the IIR to study.

Standard 4.4, Rationale Score 2:

Finn is inconsistently applying his knowledge of school counseling program concepts to promote and enhance student success and school improvement. Finn is using school and student needs assessment/data to address the needs of individual students that seek his help for individual counseling. He has recalled and discussed the importance of needs assessment/data to plan for meeting the needs of all students via the counselor roles described in the Comprehensive School Counseling Program yet uses this knowledge inconsistently as he only applies it to work in individual counseling.

Standard 4.4, Scenario Score 3:

Finn is pursuing a Master's degree in School Counseling. He is in his final field placement. Finn has a background in human services and has several years of experience as a youth case manager. He notes that he cares for the students and wants them to do well. He regularly asks you for and considers background information from school and student needs assessment/data and information about the school counseling program and its resources to plan individual sessions, small group sessions, and classroom lessons. Finn is attending to all of the students on his caseload consistently.

You sit down with Finn and discuss his effective use of the IIR and needs assessment/data to plan student interventions that support student and school improvement. You discuss with Finn how well he has done assessing the outcomes of his work with students and how the most recent results from his classroom lessons/units, small groups, and individual student meetings show a positive impact on student success and issues related to school improvement. You encourage Finn to take more initiative to independently seek the background information and data he needs for planning Comprehensive School Counseling Program interventions and to think about effective ways to share the information with stakeholders.

Standard 4.4, Score 3 Rationale:

Finn consistently applies his knowledge of school counseling concepts to promote and to enhance student success and school improvement. He is using the IIR and school and student needs assessment/data and program concepts/processes to plan program activities for all students on his caseload. Finn has taken initiative to assess the outcomes of his work with students and results data from Finn's individual, small group, and classroom interventions show a positive impact on student success and issues related to school improvement.

Standard 4.4, Score 4 Rationale:

Finn is pursuing a Master's degree in School Counseling. He is in his final field placement. Finn has a background in human services and has several years of experience as a youth case manager. He notes that he cares for the students and wants them to do well. He takes initiative to study the IIR, to locate and to consider background information from school and student needs assessment/data and to consider information about the school counseling program and its resources to plan individual sessions, small group sessions, and classroom lessons. Finn is attending to all of the students on his caseload consistently, assessing outcomes/results of his work with students, and has developed a plan and materials to share results with stakeholders contingent upon your approval. You sit down with Finn and discuss his appropriate initiative to locate and to effectively use needs assessment/data to plan student interventions that support student and school improvement. You discuss with Finn how well he has done assessing the outcomes of his work with students and how the most recent results from his classroom lessons/units, small groups, and individual student meetings show a positive impact on student success and issues related to school improvement. You also consult with Finn and offer suggestions for his plan to share results with stakeholders.

Standard 4.4, Score 4 Rationale:

Finn consistently applies his knowledge of school counseling concepts to promote and to enhance student success and school improvement and has taken this a step beyond by developing a plan to share with stakeholders. Finn consistently uses existing needs assessment/data about student needs and school improvement to plan Comprehensive School Counseling Program interventions for all of his students. He monitors and assesses the impact of those interventions, and he makes plans to share the results with stakeholders.

## Standard #4: Leadership and Advocacy

[4.5 School Climate and Culture: The School Counselor Candidate uses the school counseling program to contribute to the development of a positive and safe school climate and culture. \(SCCGG p.29\)](#)

Baseline		Emerging		Developing
The baseline counselor candidate...  Begins to understand the importance of identifying characteristics of a school’s climate and culture and how that can impact school counseling program activities.		The emerging counselor candidate...  Begins to <b>explain</b> characteristics of the school’s climate and culture that could encourage school counseling program activities that encourage a positive and safe climate and culture.		The developing counselor candidate...  to <b>identify</b> characteristics of the school’s climate and culture to facilitate school counseling program activities that encourage a positive and safe climate and culture.
Professional Frames				
<b>Evidence of Commitment</b> <i>Knowledge regarding the importance of identifying school counseling program activities that will encourage safety, mutual respect, and a positive school climate and culture</i>		<b>Evidence of Commitment</b> <i>Sometimes identifies school counseling program activities that will encourage safety, mutual respect, and a positive school climate and culture</i>		<b>Evidence of Commitment</b> <i>Identifies school counseling program activities that will encourage safety, mutual respect, and a positive school climate and culture</i>
<b>Evidence of Practice</b> <i>Knowledge regarding how to engage in activities in order to learn the culture of the school and community.</i>		<b>Evidence of Practice</b> <i>Sometimes engages in activities to learn the culture of the school and community.</i>		<b>Evidence of Practice</b> <i>Engages in activities to learn the culture of the school and community.</i>
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A
0	1	2	3	4

Possible sources of evidence to help you describe the ratings in Standard 4.5 include:

- Plans and/or implements classroom lessons that support student self-care, self-advocacy, school climate and or positive school/community culture
- Speaks to student academic/social-emotional/career needs
- Learns about the culture of the school and community; joins school/district committees that deal with school climate and culture
- Shows effort to learn about the culture of the school and community
- Works with parents to assist students

Standard 4.5, Scenario One, Score 1:

Finn is pursuing a Master's degree in School Counseling. Since beginning his practicum, he has asked several questions that are related to school culture and climate, but he has not connected any of his experiences with students or staff or any of the data he has reviewed to opportunities to improve school climate and culture through program planning and interventions.

You sit down with Finn and suggest that he engage more with stakeholders and ask about the schools strengths and potential, review school policies and procedures, and review student needs assessment and school data for discipline referrals, attendance, and performance through the lens of "climate and culture".

Standard 4.5, Rationale Score 1:

Finn knows about the significance of school climate and culture and is curious about the school. He has not yet engaged in activities to learn about the climate and culture of the school.

Standard 4.5, Scenario Score 2:

Finn is pursuing a Master's degree in School Counseling. Since beginning his practicum, he has asked several questions that are related to school culture and climate. For instance, after meeting with an individual student about a problem that was instigated from a social media post, he asked about curriculum resources to address social media and thought a classroom unit might help the students understand the impacts of social media.

You sit down with Finn and suggest that before he move ahead with a classroom unit, it might be helpful to research school data that would inform him about social media use among the students. You suggest that he review office referrals related to social media, that he review the school's social media policy, and that he meet with some stakeholders to ask them about social media and its day-to-day impact on the students.

Standard 4.5, Rationale Score 2:

Finn is thinking about how issues impact the climate and the culture of the school and community, and he has identified a characteristic of the school's climate and culture that seems to impact one of his students. He has also identified large group as a potential school counseling program intervention that could be used with social media issues to encourage safety, mutual respect, and a positive school climate and culture. However, he has inconsistently engaged in activities to learn about the school climate and culture that would lead to informed interventions.

Standard 4.5, Scenario Score 3:

Finn is pursuing a Master's degree in School Counseling. Since beginning his practicum, he has taken time to engage with stakeholders, review school policies and procedures, and review student needs assessment and school data. He has asked several questions about the activities he has pursued to learn about school culture and climate. For instance, after seeing several office referrals related to social media, Finn has reviewed the school's social media policy. He has also asked if there have been any classroom units or small groups to help students learn



about social media. He is aware there is an issue and knows what interventions might be helpful to address social media concerns but has not taken initiative or collaborated with you or others to plan any specific activities to address the issue. He is just aware that there is a potential issue with social media.

Standard 4.5, Rationale Score 3:

Finn has consistently engaged in activities to learn the culture of the school and community, and he has identified characteristics of the school's climate and culture that are having a negative impact. He has also identified potential school counseling program interventions that could be used with social media issues to encourage safety, mutual respect, and a positive school climate and culture.

Standard 4.5, Scenario Score 4:

Finn is pursuing a Master's degree in School Counseling. Since beginning his practicum, he has taken time to engage with stakeholders, review school policies and procedures, and review student needs assessment and school data. He has discussed several issues that he was able to address via classroom lessons and small group counseling. For instance, after seeing several office referrals related to social media, Finn reviewed the school's policy and made recommendations to improve the policy. He also followed up with classroom units that addressed issues related to social media and developed three small groups that he personalized for students that seemed to be having repeated trouble with social media impact.

Standard 4.5, Rationale Score 4:

Finn demonstrated exceptional skill as a school counselor candidate. Finn identified and evaluated social media as a negative impact on the school's climate and culture through engaging with stakeholders, reviewing policy, and reviewing student/school data. He then planned and implemented school counseling program activities that strengthened a positive and safe climate and culture. The review and changes to the school's social media policy, implementing the classroom units, and the small groups he led promoted safety, mutual respect, and a positive school climate and culture.

## Standard #5: Ethical and Professional Conduct

[5.1 Ethical Standards: the School Counselor Candidate knows, understands, and practices in accordance with ethical standards appropriate to the school counseling profession. \(SCCGG p. 31\)](#)

Baseline		Emerging		Developing
The baseline counselor candidate...		The emerging counselor candidate...		The developing counselor candidate...
Identifies professional ethical standards, knows how to seek consultation for assistance in ethical decision-making, and understands the importance of communicating with administrators about the ethical standards of the school counseling profession.		Is able to explain professional ethical standards, begins to seek consultation for assistance in ethical decision-making, and begins to communicate with administrators about the ethical standards of the school counseling profession.		Practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making, and communicates with administrators about the ethical standards of the school counseling profession.
Professional Frames				
<i>Evidence of Commitment</i> <i>Knowledge of appropriate ethical guidelines and a model for ethical decision-making for School Counselor Candidates</i>		<i>Evidence of Commitment</i> <i>Sometimes identifies appropriate ethical guidelines and a model for ethical decision-making for School Counselor Candidates</i>		<i>Evidence of Commitment</i> <i>Identifies appropriate ethical guidelines and a model for ethical decision-making for School Counselor Candidates</i>
<i>Evidence of Practice</i> <i>Identifies professional ethical standards, knows how to seek consultation for assistance in ethical decision-making, and understands the importance of communicating with administrators about the ethical standards of the school counseling profession.</i>		<i>Evidence of Practice</i> <i>Practices in accordance with professional ethical standards, sometimes seeks consultation for assistance in ethical decision-making, and attempts communication with administrators about the ethical standards of the school counseling profession.</i>		<i>Evidence of Practice</i> <i>Practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making, and communicates with administrators about the ethical standards of the school counseling profession.</i>
<i>Evidence of Impact</i> <i>Knowledge regarding the importance of having a shared understanding between building administrator(s) and School Counselor Candidate about the boundaries and limits of confidentiality and other ethical guidelines.</i>		<i>Evidence of Impact</i> <i>There is a shared understanding between building administrator(s) and School Counselor Candidate about the boundaries and limits of confidentiality and other ethical guidelines.</i>		<i>Evidence of Impact</i> <i>There is a shared understanding between building administrator(s) and School Counselor Candidate about the boundaries and limits of confidentiality and other ethical guidelines.</i>
0	1	2	3	4

**Possible Sources of Evidence:**

- **Ethical issues are identified**
- **Agendas reflect planning/discussion of policy/procedures**
- **Logs document consultations regarding ethical/policy/legal dilemmas**
- **Agendas reflect discussion of ethical responsibilities**

Standard 5.1, Scenario Score 1:

Mark, the School Counseling Intern, was referred a 5th grade student Jason by the first hour teacher. The first hour teacher reported him tardy 5 out of the last 12 classes. Mark invites Jason in and asks him to have a seat. In the hallway during a passing period of all students, he states, "Jason, what is discussed between you and I is confidential. We need to meet right now." In his office, Mark warmly introduces himself.

Standard 5.1, Scenario Rationale Score 1:

Mark does not preserve confidentiality in this instance. He should not be discussing confidentiality in the hall, even if outside of his office. Second, he does not talk about exceptions to confidentiality (i.e., harm to self or others). The issues of confidentiality and the limitations must be covered in the first session.

Standard 5.1, Scenario Score 2:

Mark, the School Counseling Intern, met one-on-one with Jason, a 5th grader at Pleasant Ridge Elementary, because he was referred to the counselor for attendance issues. The referring teacher noted Jason was late about 60% of the time to her first hour class in the last two weeks. Once in his office, Mark asked Jason why he was having trouble. During the visit, Mark covered confidentiality and its limitations.

Standard 5.1, Rationale Score, 2:

The site supervisor assigned a "2" because although Mark applied active listening, reflection, and warmth, he did not address an intervention for Jason's younger siblings or parents/caregivers regarding the situation at home. In addition, he did not seek out consultation from his site supervisor.

Standard 5.1, Scenario Score 3:

Mark, a school counseling intern, met with a 5th grader named Jason. Mark covered confidentiality and the limitations thereof. Jason discussed some trouble at home that was causing him to be late to school. Jason related that his mom worked nights and that it was his responsibility to ensure his siblings (ages 5 and 7) were on the bus and ready for school. Jason stated they see their mom only for about 2 hours in the evening on days she works because when they get home from the bus, she has to get ready for work and leave. Often, there is not time for her to make dinner and sometimes he has to find something they can all eat.

Mark engaged in active listening and considered the ASCA Ethical Code in addition to child neglect as defined in the DCFS Manual. He was unsure if this situation should be reported to DCFS. He didn't want to bother the site supervisor who was dealing with a family emergency.

Therefore, he went straight to the principal since that is who calls in reports of child abuse and neglect. The Principal asked Mark if he talked to his site supervisor before coming to the office. Mark indicated he did not as he did not want to interrupt them. The principal told Mark he needed to meet with his site supervisor immediately. Mark related that he clearly documented the meeting in the format determined by the Principal at their last in-service. Mark went straight to his site supervisor after talking with the Principal.

Standard 5.1, Rationale Score 3:

Mark recognizes ethical issues and knows to ask a supervisor to help make the right decision when he has questions. He is asking for collaboration and consultation from most of the parties that need to be involved in any type of action plan. However, he needs to first consult with the counselor to make sure he understands the counselor and principal relationship and procedures for handling such events. This is the reason for a 3 instead of a 4. To achieve a 4, he needs to follow proper protocol consistently and to begin to apply his own decision-making model prior to and during consultation with others.

Standard 5.1, Scenario Score 4:

Mark was asked to meet with a Jason, a fifth grader. He meets him in the hall, and Jason begins to talk. Mark asks him to wait until they are in the room as there are students and faculty passing in the hallway. Mark has been through the process of reporting child abuse and neglect at his school and has been interning there about 4 months. Jason reports being late and sleeping in class from staying up really late playing video games because his mom is working nights. He has to get his siblings up and ready for school the next morning. Mark mentions to Jason that this is one of the confidential situations where he may need to consult with someone else because he is concerned about his safety at night without a parent present. Jason is upset because he doesn't want his mother to be angry with him. However, Mark empathetically communicates to Jason that the priority is to keep him safe. Thinking through whether there are any legal or ethical issues at hand, Mark heads to his supervisor for consultation. They agree on a plan of action that is then shared with the administrator in the building within 24 hours. Jason documents the conversation with Mark and with his site supervisor in the manner the District requests for emergency situations.

Standard 5.1, Rationale Score 4:

Mark is explicit in explaining confidentiality and the limits therein. He works to be consistent with his follow-up and follows district and school policy on the documentation protocol. He takes time to reflect on potential ethical and legal issues that may be at play. He understands safety is a risk for not only Jason but also his younger siblings. He determines the best solution is to collaborate promptly with his site supervisor. They consult and are able to deem this incident as one that needs to be shared with the administrator the same day.

**Standard #5: Ethical and Professional Conduct**

5.4 Legal Requirements: The School Counselor Candidate practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources. (SCCGG p. 31)

Baseline		Emerging		Developing
The baseline counselor candidate...		The emerging counselor candidate...		The developing counselor candidate...
Identifies local, state, and federal statutory requirements that pertain to education and the practice of school counseling.		Explains local, state, and federal statutory requirements that pertain to education and the practice of school counseling and accesses legal resources.		Practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling and accesses and uses legal resources.
Professional Frames				
<i>Evidence of Commitment</i> <i>Knowledgeable regarding professional development opportunities available to understand local, state, and federal statutory requirements that pertain to education and the practice of school counseling; knows how to access and use local legal resources</i>		<i>Evidence of Commitment</i> <i>Sometimes seeks professional development to understand local, state, and federal statutory requirements that pertain to education and the practice of school counseling; knows how to access and use local legal resources</i>		<i>Evidence of Commitment</i> <i>Seeks professional development to understand local, state, and federal statutory requirements that pertain to education and the practice of school counseling; knows how to access and use local legal resources</i>
<i>Evidence of Practice</i> <i>Identifies local, state, and federal statutory requirements that pertain to education and the practice of school counseling and accesses and uses legal resources, as needed.</i>		<i>Evidence of Practice</i> <i>Explains and begins to practice in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling and accesses and uses legal resources, as needed.</i>		<i>Evidence of Practice</i> <i>Practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling and accesses and uses legal resources, as needed.</i>
<i>Evidence of Impact</i> <i>N / A</i>		<i>Evidence of Impact</i> <i>N / A</i>		<i>Evidence of Impact</i> <i>N / A</i>
0	1	2	3	4

**Possible Sources of Evidence:**

- Revision dates reflect that referral policies and procedural guidelines are updated
- Agendas reflect planning/discussion of policy/procedures
- Limits of confidentiality are posted to inform students
- Logs document consultations regarding ethical/policy/legal dilemmas
- Limits of confidentiality are posted to inform students

Standard 5.4, Scenario Score 1:

Calvin is in the middle of his first field placement in school counseling at Whiteside Elementary. He has a parent meeting where his site supervisor Don attends. The parent is demanding the counselor turn over any written documentation to them. However, the parent is in the middle of an acrimonious divorce. Calvin and Don leave the room temporarily to discuss the situation.

Don: Calvin, do you think we ought to turn over the records from your sessions with this student?

Calvin: I don't want to go to court! I think we should just tell him we don't have any records.

Don: Are the notes from your meetings up to date?

Calvin: Actually, I was going to work on that, but I haven't had time, yet with everything going on.

Standard 5.4, Rationale Score 1:

Calvin needs to brush up on his record keeping to be compliant with this standard. He also may need some professional development to be apprised of any legal or ethical issues at play in this scenario.

Standard 5.4, Scenario, Score 2:

Calvin, is a school counselor student at Whiteside Elementary. He is in his second semester of Field Placement. During his Field Placement 1, he encountered a situation where he was asked to turn over documentation to a parent. At the time, Calvin was just starting and felt complete panic from the request. He also did not keep up with any type of notes in the confidential documentation system.

He has a parent Mr. Jones drop by who is demanding that Calvin turn over any written documentation to him. However, the parent is in the middle of an acrimonious divorce. He has questions about the sessions Calvin and his daughter Alyssa have had in recent weeks. Without consultation or having familiarized himself entirely with the district policies, Calvin who has been keeping up with his notes, feels more prepared to work with the parent. Calvin turns over his notes to Mr. Jones.

Standard 5.4, Rationale Score 2:

Calvin has improved his documentation and record keeping, so he is now beginning to practice consistently. However, he needs to consult with his site supervisor on the next steps he may ethically and legally take. He should also know the district and school policy on sharing of confidential student information. In addition, he needs to make sure the parent is a current legal guardian that could have access to the information.

Standard 5.4, Scenario Score 3:

Calvin is in his second field placement as a school counselor at Whiteside Elementary. He has the electronic, confidential note taking system down and is very good at keeping up with his notes. He is visited by Mr. Jones, the father of a 6th grader he has met with recently. He is requesting access to his notes from his meetings with his daughter Alyssa, so he can provide them to the family court hearing.

Calvin is working hard to remain vigilant about such requests after recently attending a professional development conference on this topic. He explains the notes are confidential and explains the district policy about keeping non-emergent notes confidential to preserve the therapeutic relationship. He is insistent. Calvin thinks he should consult with his supervisor, but elects not to do this at the time and allows Mr. Jones access to summaries of the notes.

Standard 5.4, Rationale Score 3:

Calvin is beginning to consider seeking out consultation but not doing so on a regular basis. He is not yet following through on this, so he is rated a 3. If he consulted with his supervisor and compared the conference guidelines he attended with his school district's policy, he would move closer to a 4.

Standard 5.4, Scenario Score 4:

Calvin is in the middle of his first field placement in school counseling at Whiteside Elementary. He has a parent meeting where his site supervisor Don attends. The parent is demanding the counselor turn over any written documentation to them. However, the parent is in the middle of an acrimonious divorce. Calvin knows the district policy on confidentiality. He also is aware that the current parent has a restraining order against him after checking on the status of guardianship with the main office. Second, he asks Mr. Jones to sit down while he seeks out consultation. He routinely does this when he is in an ethical dilemma. He wants to protect the student's confidentiality, abide by the policies, and ensure he is legally compliant with any court orders. He has an established routine when handling sticky situations such as this one.

Standard 5.4, Rationale Score 4:

Calvin has developed a consistent system. He stays on top of district policies, consults when he is faced with a dilemma and ensures his documentation is clear, organized, and on time. His consistency in practice over time has led to a score of 4.